

A Study of Life Skill among the Post Graduate Students

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Abstract: *Life Skill is the total of some of those skills, which are helpful for anyone to success in personal life and in carrier. The main aim of this study was to know the level life skill of the Post Graduate students. Descriptive survey method was used in the study. The findings of the present study show that the post graduate students are aware about their time, communication, self-confidence, nature, co-operations from others and goal of life-all these opinions were same to the students of arts and science. While there were a difference in opinions according to the subjects in terms of leadership, mental control, self-responsibility, participation in social activities and risk taking attitude.*

Keywords: Life Skill, Post Graduate Students

1. Introduction

' IF YOU TIGHTENS THE STRINGES TOO MUCH, THEY WILL SNAP, AND IF YOU LEAVE THEM TOO SLACK THEY WOULD NOT PLAY, BUT IF THEY ARE TURNED TO THE RIGHT POINT, THEN AND THEN ONLY, DOES THE MUSIC START' Siddartha Gautama.

Life skills are the abilities for adaptive and positive behaviour which enable us to deal effectively with the demand and challenges of everyday life. It enhances the abilities of the individual with the changing environment and empowers them to make informed and rational choices about their future and life. Life skills are not a substitute but complementary to any type of education or training or organizational system. These are essentially survival skills that would allow a person to wade through the world that can be incorporated among students at any stage or level of education. According to UNICEF (2002) there is no definite list of life skills. Different life skills can emerge according to the time, situation, persons and local conditions prevalent under consideration. It is the interplay between the skills that produces powerful behavioral outcomes in the individual's personality. The 164 nations committed to 'Education For All' have included 'life skill' as a basic learning need for all young people. Nowadays, there is much talk about emotional intelligence often measured as EQ, which describes an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others, and of groups. Furthermore, in recent decades, as people began to emphasize more on full personal development, other similar quotients appeared that include, Adversity quotient, Creativity Quotient, Deep Intelligence etc. The teacher is not expected to impose one's own values and believes on students. Our education should help to develop life skills among our students. The vulnerability of the young students to suicides, depression drug abuse, violence, declined value system, stressful competitions, materialism, and crimes is distressing. There is a strong need to relate the education with the sensible aspect of life where a student can be skilfully made responsible for their behaviour. Life effectiveness is the total of some of these skills. According to James T. Neill (2000), 'Life effectiveness a concept which refers to the extent to which individuals demonstrate a

range of generic life skill behaviours, capacity to adapt, survive and thrive'. Life effectiveness is multi-dimensional, dynamic, generic life skill constructs that are theoretically and practically enhance able, can be developed and Learned, relevant to success a broad range of personal and professional situations. It is closely related to notions of "personal skills", "life fitness", "practical intelligence", "personal competence" and "self efficacy." The post graduate students are the creators of the future society and if they don't know how to live with people, with society and with one's on self the whole training becomes meaningless.

The main objective of this study was to know the level of the post graduate students life skill.

Objectives of the Study

- 1) To know the level of life Skill among the post graduate students.
- 2) To know the difference of life skill level between the male and female post graduate students.
- 3) To know the difference in life Skill of the post graduate students from science and arts stream.

Hypotheses of the Study

- 1) There exists no difference in life skill of male and female post graduate students.
- 2) There exists no difference in life skill of B. Ed students from science and art stream.

2. Significance of the Study

The rapid pace of transformation in the social, economic, political and cultural set up has shuddered our youth at large. It is not only the expectations or pressure from parents and teachers to excel in life but also the inability of the students to measure up to their own expectations is worsening their situation. How to introduce life skill cum life effectiveness approach in existing curriculum is still a challenge. Orienting school curriculum towards responding to the need for life skill development will help the learners to cope with the changing time. In this 21st century, man is becoming an isolated island in spite of increasing population. Nature's law of live and let live has turned into 'let live and live'. One must think of others for even one's survival.

3. Review of Literature

The studies related to life effectiveness is mostly related to life skill. Abraham Maslow (1970) in his discourse on a hierarchy of human needs, maintained that once the physiological needs, safety and security, belonging or love of the individual is assured the need for self esteem could be met through mastery or achievement in a given field or through gaining recognition from others. Life Skills are to help the individual to help the individual to move with right step for this self actualization. Helminiak (1996, 1998) makes a strong case for the interrelatedness, even near equivalence, of psychological and spiritual growth. Many other psychologists and philosophers (Kornfield, 1993, Reed, 1996, Hinterkopf, 1998, West, 1998, Emmons, 1999) support the notion support the notion. From this perspective, it can be observed that value based education is in some way linked with the life skills paradigm. Rao, (2003) commented that the development of life skills is an important part of personality development, which can be beneficial for all young adults. Though studies on life effectiveness is reported, studied on the life Skill of post graduate students are not available.

4. Methodology of the Study

Method- Descriptive survey method was adopted in the study.

Sample Selection- The sample of the study consists of Eighty post graduate student of Gauhati University of Science and Arts Discipline selected purposively of which

34 male and 46 female. There were 39 post graduate students from Science stream, and 41 from Arts.

Tool- ‘The life effectiveness appraisal’ for measuring level of life Skill, adapted and tried out by the researcher on the basis of LEQ developed by James Neill was used as the tool to know the level of life effectiveness of the students. ‘LEQ’ (life effectiveness questionnaire) provides a self report instrument for assessing several purported life effectiveness skill, including time management, Social competence, achievement motivation, intellectual flexibility, Emotional control, Task leadership, Active initiative and Self confidence.

Limitations of the study- The limitation of psychological tool is there as it is non standardized and self reported. Only the post graduate students studying in Gauhati University were included as the sample of the study.

Data Collection- Students were given some necessary instructions to fill up the appraisal. Though there was no time limit, on an average in thirty minutes students filled it.

Analysis of the collected data

The life effectiveness of the B Ed students was analyzed from their responses on the appraisal by calculating mean and standard deviation and t value for significance of differences.

1. Objective -To know the life Skill of Post Graduate students-

Table-1 classification of life skill level, mean and standard deviation of 80 post graduate student.

Score Range	Category	Frequency	Percentage	Mean	S D	Total Mean	Total S. D
80 and above	High	24	30%	82.09	2.74	73.45	7.7
71-79	Average	32	40%	75.17	2.68		
70 and below	Low	24	30%	63.10%	4.81		

The classification of life skill level of the post graduate students was determined on the basis of the statistical procedure of p33 and p67.

Table 1 shows the different scores on life skill. It indicates that 24 falls in the high category where as 32 in the average and 24 in the low category respectively. The mean score of life skill was 73.45 with 7.71 standard deviation. High effective group possess highest mean score 82.09 while the least mean score 63.10 were measured by the low life effective group.

Objective 2- To know the difference of level of life skill between male and female post graduate students.

Group	N	Mean	S D	t	Level of significance
Male	34	72.40	8.27	.831	Not significant
Female	46	73.88	7.3		

Table 2 showed that the mean life skill 73.88 of female students was higher than mean life effectiveness of male students.

Objective 3- With regard to test the significance of difference in the level of life effectiveness of the post graduate students from arts and science background the mean, standard deviation and t' value were found out. The findings were presented in the table 3

Table 3: The mean, sd and t value of graduate post students from arts and science background

Group	No of students	Mean	S.D	t'	Level of significance
Arts	39	69.11	8.31	5.43	**
Science	41	77.85	5.80		

Significant at .01 level of significance
 From the table it was observed that the post graduate students from science stream possessed high mean life skill score of 77.85 with SD 5.80.

5. Major Findings of the Study

About the life skill, the common findings according to the subject were as per below.

- Post Graduate Students know how to use the time.
- Post Graduate Students have good communication skill.

- Post Graduate Students maintain good relationship with people.
- Post Graduate Students are goal oriented.
- Post Graduate Students are confident and enthusiastic.
- The Science students seemed not ready to take leadership in any new task.
- Science student found difficult to remain calm in critical situation.
- Science students did not like to take responsibility for their own task.
- Arts students were not ready to do risky tasks and take part in social activities.

6. Suggestions

The awareness building activities in the curriculum towards life skills vs life effectiveness should be organized in a way which helps to interact with policy makers, opinion leaders, media persons, curriculum developers and teacher educators. Suitable strategies like increasing use of mass media, particularly electronic media and interactions with concerned target groups including media persons may be very useful. The pedagogical methods focused on group work and discussion, role playing, storytelling, debating and the like may be effective. Personality Development Programmes, activities like Pranayam, Dhyana, Yoga classes, workshops, seminars and conferences should be organized on Life Skills for the teachers. Special attention should be given to inculcate professional and moral values in teachers.

7. Conclusion

The teachers' pleasant privilege is to shape the children of the nation into useful citizens of tomorrow. To do this s/he is expected to be a good person, competent in subject, and full of enthusiasm with meaningful social relationships. The knowledge of Life skills enhances the social behavior of the individual and also promotes social adjustment and understanding. Life skills like self-expression, gaining experiences to learn and problem-solving abilities must become part and parcel of the education process. Teacher Education has to respond positively, rationally and creatively to face the challenges of enhancing ethical values and should integrate itself with life skills.

8. Scope for Future Research

In this field, teachers, academician, researchers have the scope to study on different concept related to life skill like, 'Adversity quotient', 'Creativity Quotient', 'Deep Intelligence' etc. on diverse sample and demographic varieties. It is very important that teachers should aware of life skills and they can make their life more effective with this skill. The findings have many considerable differences in the opinions of the teachers of various subjects. Especially, the leadership, social awareness and self-control. Keeping in mind the teachers can add some practical activities to develop such life skill which can help them to be a good teacher as well as a good human being.

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